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ABSTRACT

This second of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with self-development, respect, and understanding. It contains experiences to help students have some concept about cooperative employment situations in relationship to in-class work and to analyze their own characteristics in relationship to employment and to clients. It also provides for exploration of career and work possibilities in family and community services. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. A listing of additional references for the teacher is also provided. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203103

Family and Community Services

MODULE II

SELF-DEVELOPMENT AND UNDERSTANDING

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CURRICULUM MODULES

I. Securing Employment (Office of Education

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Service Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE II - Self-Development and Understanding

Competencies:	Objectives:
1. Understand and appreciate the purposes of Family and Community Services in relationship to individual employment situations.	1.1 Identify the purposes of the training program
	1.2 Explain the purpose of the training program in relationship to future employment situations

Suggested Strategies. Students will:	References and Resources:
1.1.1 Discuss purposes of family and community services with the teacher: help other people, improve quality of life, get satisfaction from helping others, make it a better society, prevent some of societies problems	
1.1.2 View filmstrip, "Careers: Making A Choice." Look for answers to questions: why do people decide to go into Family and Community Services or human services and what are pros and cons of careers concerned with "helping" people?	1.1.2 Filmstrip "Careers: Making a Choice" Guidance Associates
1.1.3 Listen to a panel of employers explain the importance of preparation and training for Family and Community Services	1.1.3 Suggested panel members: a. Community Services Director b. Health Care Supervisor c. Director of a Home for the Elderly d. Job Service Administrator e. Family Services Administrator
1.1.4 List some characteristics which are needed for Family and Community Services which are not needed for other careers	
1.2.1 Read Chapter 2, Exploring Careers Through Part-time Jobs in Succeeding in the World of Work. Do discussion problems at end of chapter with class and teacher.	1.2.1 Kimball & Vineyard. Succeeding in the World of Work McKnight Publishing Company Bloomington, IL.
1.2.2 Select a job (or job you already have) and write the things you would like to learn from the job. Compare your list with classmates.	

Competencies:

2. Analyze personal character traits that affect interpersonal relationships and job performance.

Objectives:

2.1 List 10 character traits affecting relationships and job performance.

2.2 Discuss the relationship between character, relationships, and job performance.

Suggested Strategies. Students will:	References and Resources:
2.1.1 List on paper 10 character traits that you think would have the strongest positive or negative effect on a relationship on the job	
2.1.2 Share 10 character traits, and make class listing on blackboard; then, choose the top 10 positive and negative traits and discuss differences in your opinions	
2.1.3 View filmstrip "Job Attitudes: Why Work at All?" and discuss with classmates	2.1.3 Filmstrips: You and Your Job Interview Job Attitudes: Why Work at All? Guidance Associates 757 Third Ave. New York, N.Y. 10017 Pamphlets: U.S. Dept. of Labor Government Printing Office Washington, D. C. "Do You Want a Job?"
2.1.4 Read Chapter 2, "Discovering Who You Are" in Person to Person, and discuss "To Sum Up" sections with teacher and classmates	2.1.4 Sasse, Connie R. Person to Person. Charles A. Bennett, 1978.
2.2.1 Listen to a panel of speakers discuss the relationship between on-the-job performance, personal relationships, and personal character	2.2.1 Panel should be from workers in family and community services.
2.2.2 Read Chapter 15, "Entering the World of Work," in Person to Person. Select from Experiences in Human Relations sections and participate in the experience	2.2.2 Sasse, Connie R., Person to Person. Chas. A. Bennett, 1978. pp. 338-360
2.2.3 Discuss the effect of specific character traits on job performance and relationships to others	

Competencies:	Objectives:
2. (Continued)	2.3 Identify personal character traits that may affect interpersonal relationships and job performance.

Suggested Strategies. Students will:	References and Resources:
2.3.1 Use a checklist to identify personal character traits, then have another person who knows you well look over the chart with you and see if your self-perception is the same as the way others perceive you or Choose 5 of your most outstanding traits, and write a short paragraph describing how each of these traits would affect your job performance and ability to relate to others on-the-job or Compare your checklist with "Do You Qualify?"	2.3.1 Students make up checklist "Your Job Survival Kit" Guidance Association Appendix: "Do You Qualify?"
2.3.2 Role-play situations suggested by teacher (See Appendix)	2.3.2 Appendix: Attitude Role Play Ideas
2.3.3 Evaluate yourself using "Character Self-Evaluation" Think about it and save the checklist to look at again	2.3.3 Appendix: Character Evaluation

Competencies:	Objectives:
3. Understand the purposes of employer evaluation of employees.	3.1 Identify reasons for employee evaluation by the employer.
	3.2 Accept evaluation of oneself

Suggested Strategies. Students will:	References and Resources:
3.1.1 Imagine yourself as an employer, and give reasons why you would want to evaluate your employees	
3.1.2 Interview some employers in Family and Community Services and find out if they evaluate their employees, why or why not, and the type of evaluations they use	
3.1.3 Read Chapter 4, You, Your Employer, and Your Co-Workers. Discuss with teacher and class	3.1.3 Kimball & Vineyard. Succeeding in The World of Work. McKnight. pp. 53-62.
3.2.1 Ask the employer for a copy of the evaluation form she/he uses and discuss it, then explain employer's evaluation form to the class	3.2.1 From work stations of community services or interviews
3.2.2 Discuss the effectiveness and completeness of your employer's evaluation form or the evaluation form handed out by your teacher	3.2.2 Appendix: Employee Performance Evaluation
3.2.3 Discuss possible uses of evaluation forms (good and bad) which will affect your job performance	3.2.3 Possible uses: 1. Make decisions about promotions and/or pay increase 2. Help you improve 3. Make decisions about changes in job activities 4. Compare you to other workers 5. Improve overall services of the institution or business

Competencies:

4. Assess personal performance and satisfaction on the job, including job performance, attitudes, and relationships.

Objectives:

4.1 Analyze relationship between job responsibilities and job satisfaction in Family and Community Services

4.2 Assess personal attributes, attitudes, and relationships related to job performance and satisfaction

Suggested Strategies. Students will:	References and Resources:
4.1.1 Discuss the relationship between the employee's responsibilites and job satisfaction	
4.1.2 Read Chapter 6, "Understanding Yourself," and list things which will give you satisfaction on a job; discuss with class and teacher	4.1.2 Kimball & Vineyard. Succeeding in the World of Work. McKnight pp. 82-97.
4.2.1 Read and discuss case studies that describe a relationship between quality of work done, attitude toward work, and relationships with others	4.2.1 Teacher and students write case studies of situations that may occur in their Family and Community Services jobs
4.2.2 Discuss the existence of a relationship between attitude and performance, and between relationships with others and performance	
4.2.3 After working at job, fill out self-assessment to help determine personal attributes and attitudes	4.2.3 Use student check list from Strategy 2.3.1.
4.2.4 After working at job, write a summary of your attitudes toward your job, your relationships with people on-the-job, and your job performance and satisfaction; discuss with teacher and employer.	
4.2.5 Read Chapter 6 "Building Relationships."	4.2.5 Sasse, Connie R. Person to Person. Chas. A. Bennett. pp. 108-135

Competencies:	Objectives:
5. Analyze the opportunity for further education or training in relationship to personal needs and goals for self-development and for job qualifications.	5.1 Identify education and training opportunities that may benefit one's self-development and job qualifications.
	5.2 Clarify reasons for choice concerning further education and training.

Suggested Strategies. Students will:	References and Resources:
5.1.1 Define and explore career ladders for specific area of interest in Family and Community Services.	5.1.1 Teacher reference: American Home Economics Association. Career Ladders and Lattices In Home Economics and Related Areas: Possibilities for Upgrading Household Employment. 2010 Mass. Ave., N.W., Wash., D.C. 20036. 1971.
5.1.2 Find education training requirements, and opportunities for jobs in the area of interest.	5.1.2 Teacher and student produce questionnaire for educational and training requirements and opportunities in job area of interest.
5.1.3 Attend an in-service training session at a family and community services institution or business.	
5.1.4 Listen to panel and identify various types of self-development and educational programs.	5.1.4 Panel made up of advisory committee and former student from training program discuss. Opportunities for Education and Advancement in Selected Family and Community Services Occupations.
5.1.5 Read assignment given by teacher and be prepared to discuss in class.	5.1.5 Books a) Ellenson, A. Human Relations. Englewood Cliffs, N.J. 07632: Prentice-Hall, Inc., 1973. b) Fairfield, R.P. Humanizing the Workplace. 923 Kensington Ave., Buffalo, N.Y. 14215: Prometheus Books, 1974. c) Nordloh, M.J. Orientation to the World of Work Unit in Personal Development. Taylor Education Bldg., Rm. 151, University of Ky., Lexington, Ky. 40506: Curriculum Development Center for Kentucky, 1973.
5.2.1 Make tentative career plan projecting for the next 20 years in 5-year segments. Indicate the type of additional training or education (if any), that will be needed for each segment. Make tentative plan for next steps in career ladder and list training or education needed for each step.	5.2.1 Teacher reference: Occupational Handbook

DO YOU QUALIFY?

DIRECTIONS: Check the appropriate answer beside each statement to see how you rate. You should work to get all the checks in the "Sometimes" or "Almost Always" columns.

	Seldom	Some-times	Almost Always
1. Do you follow directions?			
2. Do you show patience with co-workers?			
3. Are you on time to work?			
4. Do you speak only of the good aspects of your work?			
5. Are you interested in your work?			
6. Can you work without supervision?			
7. Do you keep your mind on your work?			
8. Are you well groomed and appropriately dressed?			
9. Do you use a deodorant daily?			
10. Do you avoid chewing gum at work?			
11. Do you strive for perfection in personal cleanliness?			
12. Are you courteous?			
13. Are you interested in people?			
14. Can you talk with strangers?			
15. Do you smile?			
16. Do you use a tray for carrying several items?			
17. Do you assemble supplies before beginning a job?			
18. Do you feel confident about using the fire extinguisher?			

ATTITUDE ROLE PLAY IDEAS

DIRECTIONS: Use the following ideas to develop role playing situations.

Worker comes in late for the fourth time in a month. The worker tries to come in without being noticed by the manager.

Worker calls and gives manager a poor reason for not coming to work, i.e., car isn't working, tired, need to get holiday shopping done.

Worker doesn't like the assistant to the cook.

Worker wears too much makeup, but is offended when manager tells her to wear less.

Worker is always cold. The worker keeps on wrap over uniform and complains about temperature to customers.

Worker will not follow orders when performing various duties such as disposing of used fat, arranging food in warmer, following schedule.

Worker sits or reads books when there are no customers.

Worker does only those tasks that are on the duty schedule.

Worker complains because he/she has to cover for another worker who is ill.

Worker wants to leave early, i.e., to attend a dance, to watch a favorite TV program, to go on vacation.

One of your elderly clients wants to buy you an expensive gift.

Worker is upset when patient won't tell about family life.

CHARACTER SELF-EVALUATION*

DIRECTIONS: Former employers and persons listed as references are often asked to make statements about an individual's character. Though you may have ability, brains, skill, and information, you may still not succeed on the job. Character makes a difference. Evaluate your own character by checking "always," "occasionally," or "never" in response to the following.

	Always	Occasionally	Never
1. Smile			
2. Welcome changes			
3. Continue until the job is done			
4. Am considerate of other people			
5. Get along with other people			
6. Do not lose patience easily			
7. Make adjustments easily			
8. Can associate names and faces			
9. Am faithful to a group, cause, or duty			
10. Have a keen sense of humor			
11. Go the extra mile			
12. Know what I am doing			
13. Am working toward something			
14. Save time and effort by being efficient			
15. Am noted for sound judgment			
16. Tell the truth			
17. Am alert to help others			
18. Am well-mannered saying, "please," "thank you," etc.			
19. Base judgment on facts			

*Adapted from: Smith, E. Your Personality. Boston, Mass.: Weverly House, 1940.

	Always	Occasionally	Never
20. Remember what I am told			
21. Do not act as if I know it all			
22. Am not afraid of hard work			
23. Make best use of time			
24. Observe company policies			
25. Begin the day with vigor			
26. Express ideas clearly			
27. Understand my objectives			
28. Speak distinctly			
29. Believe in myself			
30. Judge new ideas on merit rather than by prejudices			
31. Make suggestions for improvement			
32. Am able to retain essential facts			
33. Am not easily discouraged			
34. Say the right thing at the right time			
35. Generally enjoy what I am doing			
36. Keep things in their proper place			
37. Want to see others succeed			
38. Make full use of supplies			
39. Work for the group or organization			
40. Take responsibility for my own errors			
41. Think up new ideas			
42. Do what I am told			
43. Systematize my work			
44. Do not use alibis			

	Always	Occasionally	Never
45. Help others			
46. Make an effort to see the other person's point of view			
47. Am a "doer," not a dreamer			
48. Am willing to assume responsibility			
49. Am trusted by others			
50. Have a sense of what to say when dealing with others			
51. Try and try again			
52. Am on time			

People's character traits tend to vary. Response to the previously answered questions reflect your character traits. A list of character traits and items pertaining to each trait follows:

	Items
Loyalty	9, 24
Intelligence	12, 32
Adaptable	2, 7, 30
Memory	8, 20
Economical	14, 30, 38
Judgment	15, 19
Persistence and Patience	6, 51, 33
Goal striving	13, 27
Vigorous	3, 25
Tactful	34, 50
Enthusiastic	35, 20
Considerate	46, 17
Orderly	36, 43
Honest	40, 49, 16
Dependable	42, 52
Self-confidence	21, 29, 44
Sociable	1, 5, 10
Courteous	4, 18
Speaks effectively	26, 28
Cooperative	45, 39, 48
Initiative	31, 41, 23
Ambitious	37, 47, 11

Based on the character evaluation write a paragraph describing your character. Use the back of this page if needed.

Appendix
Geri Despins
Ingleside Nursing Home
Mt. Horeb, WI
Strategy 3.2.2

EMPLOYEE PERFORMANCE EVALUATION

INSTRUCTIONS: Read carefully the explanation of points to be considered in rating each of the qualifications listed below. Place a check mark in the column which in your opinion most accurately describes the employee's standing.

Name of the Employee _____ Department _____ Date _____

Number of months employee has worked in current position _____

	E Unsatisfactory	D Below Average	C Average	B Above Average	A Superior
I. JOB ATTITUDES a. Cooperation - ability to get along with others	☐ Is antagonistic, pulls against rather than works with others.	☐ Is difficult to handle.	☐ Usually gets along with others.	☐ Cooperates willingly, gets along with others most of the time.	☐ Gets along well with others, is friendly and helpful.
b. Initiative - tendency to go ahead	☐ Takes no initiative, has to be instructed repeatedly.	☐ Takes very little initiative, requires urging.	☐ Does routine work acceptably.	☐ Cooperates with Supervisors and Co-Workers.	☐ Is resourceful, looks for things to learn and do.
c. Courtesy	☐ Has been discourteous to public and staff.	☐ Is not particularly courteous in action or speech.	☐ Usually is polite but is not always considerate of others.	☐ Is considerate and courteous, enjoys work.	☐ Is very courteous and very considerate of others.
d. Attitude toward constructive criticism	☐ Does not profit by criticism, resents it.	☐ Does not pay much attention to criticism.	☐ Seems to listen.	☐ Accepts criticism and tries to do better.	☐ Profits by suggestions, changes poor work habits.
II. JOB PERFORMANCE a. Knowledge of job	☐ Has not tried to learn.	☐ Pays little attention to learning job.	☐ Has learned necessary routine but needs supervision.	☐ Understands work, needs little supervision.	☐ Knows job well and shows desire to learn more.
b. Accuracy of work	☐ Is extremely careless & wasteful.	☐ Is frequently inaccurate and careless; wishes only to get by.	☐ Makes errors; shows average care, thoroughness and neatness.	☐ Makes few errors; is careful, thorough and neat.	☐ Very seldom makes errors, does work of very good quality.
c. Work accomplished	☐ Is very slow; output is unsatisfactory.	☐ Is slower than average. Unorganized.	☐ Works with ordinary speed; work is generally satisfactory.	☐ Works rapidly; output is above average.	☐ Is fast and efficient; production is well above average.
d. Work Habits	☐ Habitually wastes time, has to be watched and prodded along.	☐ Frequently wastes time, needs close supervision.	☐ Wastes time occasionally, is usually reliable and finishes work on time.	☐ Seldom wastes time, is reliable, minimum socializing during working hours.	☐ Is industrious, concentrates very well.
e. Adaptability	☐ Cannot adjust to changing situations.	☐ Is slow in grasping ideas, has difficulty adapting to new situations.	☐ Makes necessary adjustments after considerable instructions.	☐ Adjusts readily to group changes.	☐ Learns quickly, is adept at meeting changing conditions
III. PERSONAL APPEARANCE Neatness and personal care	☐ Is extremely careless.	☐ Often neglects appearance of hair and uniform.	☐ Is passable in appearance, but should make effort to improve.	☐ Is very good in appearance; looks neat most of the time.	☐ Is excellent in appearance; looks very well all of the time.
IV. ATTENDANCE AND PUNCTUALITY a. Absent	☐ Too frequently absent for continued employment.	☐ Not regular enough in attendance.	☐ Usually dependable.	☐ Dependable.	☐ Never absent except for an unavoidable emergency.
b. Tardy	☐ Too frequently tardy for continued employment.	☐ Very often tardy.	☐ Punctuality could be improved.	☐ Seldom tardy.	☐ Never tardy except for an unavoidable emergency.
V. SAFETY PRACTICES	☐ Is disinterested and careless	☐ Generally aware of safety requirements, but often is careless in practice.	☐ Generally aware of safety requirements and usually careful.	☐ Fully aware of safety requirements and practices safety policies and procedures most of the time.	☐ Is fully aware of safety requirements, practices safety policies and procedures consistently and evidences an active interest.

TURN AND COMPLETE SIDE TWO

SIDE TWO

OVERALL EVALUATION: (Check one and explain briefly)

☐ Improvement needed ☐ Satisfactory ☐ More than satisfactory

SUGGESTIONS made to employee for improving performance:

COMMENTS received from employee:

Other comments by Supervisor:

Other comments by Administrator:

Signature of Supervisor _____

Date _____ Position _____

Signature of Administrator: _____

Date _____

Employee's Signature _____ Date _____

ADDITIONAL REFERENCES

1. "On The Job" Cassette and Activity Program, Guidance Associates (#E6300)

   Suggested Units

   "Supervisors are Human Too"
   "Stick Up for Your Rights"
   "The Magic Words That Get You Fired"
   "Don't Blow Your Cool"
   "Getting Help and Information"

2. Your Job Survival Kit, Guidance Associates (#LW1001)

   Suggested Units

   "Evaluation of Job Performance"
   "Developing Good Business Manners"
   "Rights Concerning Wages, Hours, Conditions"
   "Fair Wages and Work Standards"

3. "Exploring Careers: Values-Oriented Approach," Guidance Associates (#E6310)

4. Halacy, D. S. Survival in the World of Work. Charles Scribner's Sons, New York. 1975.

5. Satir, Virginia. Peoplemaking. Science and Behavior Books, Inc. Palo Alto, CA. 1972.

6. Occupational Handbook

Final Examination, Mod II

Self-development and Understanding

Items

Competencies	Taxonomy Levels					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1		1-9				50-56
2	43-49					
3	43-49	69-73 74-77	61-64			
4		57-60	19-42 69-73 74-77	65-68		
5				10-18		

Key: Self-Development and Understanding

1. O
2. O
3. X
4. X
5. O
6. O
7. X
8. X
9. X

10. D
11. A or C
12. A, B or C
13. A or B
14. A, B, or C
15. D
16. A, B or C
17. A or C
18. D

19. O
20. O
21. X
22. O
23. O
24. O
25. X
26. X
27. O
28. O
29. X
30. X
31. O
32. X
33. X
34. X
35. X
36. O
37. X
38. O
39. O
40. O
41. O
42. X

43. F
44. A
45. B
46. D
47. C
48. H
49. G

50. D
51. F
52. E
53. B
54. E
55. A
56. C

57. X
58. O
59. O
60. X
61. X
62. X
63. O
64. O
65. O
66. X
67. X
68. O
69. X
70. X
71. X
72. O
73. O
74. O
75. X
76. O
77. X

MOD II
F & C Services
U.W.-Madison
77 pts.

Examination

Self-Development and Understanding

Student Name _____

DIRECTIONS: In front of each of the careers listed, place an X if the career is people-oriented and a O if the career is not people-oriented.

_____ 1. Nursery Gardener

_____ 2. Data Processing Equipment Operator

_____ 3. Nurses Aide

_____ 4. Hotel/Motel Clerk

_____ 5. Telephone Installer

_____ 6. Drill Press Operator

_____ 7. Barber

_____ 8. Day Care Worker

_____ 9. Aide for the Elderly

DIRECTIONS: The column on the right marked "training" gives a choice of levels of training that would be required to perform certain jobs. These jobs or "occupations" are listed on the left. Determine the training required for each job and put the letter of the level of training required beside the appropriate occupation. You may use a letter more than once.

Occupation	Training
_____ 10. Teacher	A. High School Vocational Education
_____ 11. Child Care Assistant	B. Apprenticeship
_____ 12. Child Care Aide	C. Post-Secondary Occupational Skill Training
_____ 13. Day Care Center Helper	D. Advanced Education (4 years college or more)
_____ 14. Social Service Aide	
_____ 15. Social Worker	
_____ 16. Teacher Aide	
_____ 17. Home Manager Aide	
_____ 18. Home Care Aide	

DIRECTIONS: Read the short story and put an X in front of those answers which are correct and a O in front of those which are not correct.

A worker calls and gives the manager a reason for not coming to work. What reasons would be acceptable for missing work?

_____ 19. Too tired to do the job.

_____ 20. Guests are coming for the weekend.

_____ 21. Have a cold and fever.

_____ 22. Member of the family is sick.

The worker is always cold while at work. What could he/she do?

_____ 23. Complain to the customers.

_____ 24. Turn the heat up.

_____ 25. Discuss it with the supervisor.

_____ 26. Wear a sweater or jacket.

You have a good reason to leave work early one day next week

_____ 27. Just leave without telling anyone.

_____ 28. Say you're sick.

_____ 29. Ask the manager well in advance about leaving early and explain your reason.

_____ 30. Make arrangements to have someone do your work before you tell the supervisor.

You are a waitress and there are no customers for you to wait on. What might you do.

_____ 31. Sit in a corner and read a book.

_____ 32. Help another worker.

_____ 33. Tell the manager you are not busy.

_____ 34. Clean your work station, fill salt shakers, etc.

Yesterday Anthony, a new home health aide, was late to work because he lost his client's address. What would you recommend that Anthony do so it doesn't happen again.

_____ 35. Develop a system to organize addresses.

_____ 36. Do nothing. Everyone gets to work late occasionally.

_____ 37. Make a plan to check address each day before going to work until he knows the address by heart.

_____ 38. Only take jobs with people he knows.

Mrs. Nelson has just had a conference with her principal about Sam, the newly hired teacher's aide. Although Sam has a good relationship with the children, he wears torn jeans, has dirty nails, and his hair is unkempt. Mrs. Nelson asked Sam to talk to the principal about his grooming. He should

_____ 39. quit his job.

_____ 40. tell the principal that "Beauty is only skin deep."

_____ 41. criticize Mrs. Nelson's classroom performance to principal.

_____ 42. try to modify at least those personal habits which give a poor example of cleanliness to the children.

DIRECTIONS: Place the letter of the term which is defined in the blank in front of the definition. A letter may be used only once.

Definitions	Terms
_____ 43. A part you act out in your relationships with others	A. Cohesiveness
_____ 44. The feeling of togetherness that groups members have toward each other and toward the group as a whole.	B. Cooperative
_____ 45. Being able to work with others	C. Initiative
_____ 46. Considering the interests of the company as well as your own	D. Loyal
_____ 47. Ability to work on your own	E. Production Industries
_____ 48. Industries which do things for people rather than make things for them	F. Role
_____ 49. What you think about the unique self you have	G. Self-concept
	H. Service Industries

DIRECTIONS: A family in need of special family and community services is described. After reading each description, place the letter or letters of the services which would be helpful.

A. Assistant interior designer
B. Child care aide
C. Family planning aide
D. Home health aide
E. Management aide
F. Visiting homemaker
G. Nursing home

____ 50. Mr. Bill Smith, 81, has just returned home from the hospital. He is recovering from major surgery. His dressing requires changing every other day.

____ 51. Mrs. Jane Smith, 78, has arthritis and heart related health problems. She is still capable of caring for their two-bedroom apartment. However, she has difficulty doing major housecleaning chores such as vacuuming and floor scrubbing. What two types of occupations could be of use to Mr. & Mrs. Smith?

____ 52. Mrs. Mary Lee is a widow. Her husband died recently and due to his long illness accumulated many medical bills. Since the Lee's reached the age of 65 a number of years ago, they are entitled to Medicare. As Mrs. Lee does not read English well, she does not understand the Medicare forms. However, she is living on her husband's pension and social security, so it is impossible for Mrs. Lee to pay these medical bills. What community occupation could help Mrs. Lee?

____ 53. The Johnson family includes three children ages, 18 months, 3 years, and 5 and a half. Mr. and Mrs. Johnson both work outside the home. Until last month Mrs. Johnson's mother, Mrs. Anne Nell, cared for her grandchildren while their parents were working. However, due to her health, Mrs. Nell cannot continue to care for her grandchildren every day. What service occupation could help meet the needs of this young family.

____ 54. In the two years Marie and John Edgar have been married, they have accumulated $8,000 worth of debts. The Edgars have purchased a new car, furniture, stereo equipment, and clothing during their marriage using a variety of credit cards. Although both Marie and John have full-time jobs, they see no way out of their indebted situation. Paying a small amount each month has been little help due to increasing interest payments. This difficult financial situation has been the source of many arguments between them. What service occupation could offer help to the Edgars?

____ 55. Arthur Prince has just purchased a new home. He has some savings he would like to invest in home furnishings. Arthur lacks experience in home decorating but has many ideas. Which community service could offer Arthur some advice?

____ 56. Marge and William Pauls' third child was born six weeks ago. Mr. Pauls had just enrolled in a program at the vocational-technical school to complete his high school diploma requirements. Upon completion he intends to study to be a barber. The Pauls have decided they do not want any more children at this time. They are still paying the medical bills for Mrs. Pauls and the new baby so they do not want to consult a private doctor. However, they do want some family planning advice. Which community service occupation could meet their needs?

DIRECTIONS: Mark X in front of those statements which correctly answer the questions about the story and O in front of those which are incorrect. Fill every blank.

Story I - Mary works in the dietary department of a large hospital. Every Tuesday she works in the cafeteria line, ringing up dinners selected by hospital employees and taking money. She is a good worker, dependable, and never late for work. However, she makes at least two mistakes on her cash register receipts because she tries to ring them up too fast. The manager becomes weary of seeing notes in Mary's cash register each day explaining her errors, so he decides to ask Mary to slow down in order to gain accuracy.

What should Mary do?

_____ 57. Slow down.

_____ 58. Say thank you and proceed as usual.

_____ 59. Watch carefully so the manager doesn't see her when she speeds up.

_____ 60. Change her behavior.

The manager should

_____ 61. Watch Mary carefully to see if there are other causes for her mistakes.

_____ 62. find another job for Mary if she doesn't improve after a week.

_____ 63. fire Mary if she doesn't cut down on mistakes.

_____ 64. stand right by Mary and tell her every time she makes a mistake.

Story II - David, like all of us, likes to receive compliments for work he's done well. However, his supervisor does not very often give David favorable remarks about his work. Chet, on the other hand, does exceptionally well in the same department and receives lots of compliments from the supervisor. David resents the attention and praise Chet receives, and after seeing the supervisor compliment Chet for doing a fine job on a difficult project, David comments to Chet, "I suppose you think all that butter will get you a raise."

What are some possible reasons for David's behavior?

_____ 65. David is very tactful.

_____ 66. David isn't as skillful as Chet.

_____ 67. David is jealous of Chet.

_____ 68. David understands himself?

How should David react?

_____ 69. Watch Chet to see if he can discover what Chet is doing to discover how David can improve.

_____ 70. Talk to the supervisor to see how he can improve.

_____ 71. Compliment Chet and ask for ideas to improve.

_____ 72. Ask to be moved away from Chet.

_____ 73. Stop talking to Chet.

What are some ways Chet could handle the situation?

_____ 74. Accept the fact that he's better than anyone else in the department.

_____ 75. Try to compliment David when he does something well.

_____ 76. Ask the supervisor not to compliment him anymore.

_____ 77. Thank the supervisor for the compliments.